

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mrs. Maria E. Tavel-Visiedo

Official School Name: Ethel Koger Beckham Elementary School

School Mailing Address: 4702 Southwest 143 court
Miami, FL 33175-6893

County: Miami-Dade State School Code Number: 130251

Telephone: (305) 222-8161 E-mail: mvisiedo@dadeschools.net

Fax: (305) 222-4900 Web URL: http://beckham.dadeschools.net/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Alberto Carvalho Superintendent e-mail: ACarvalho@dadeschools.net

District Name: Miami-Dade County Public School District Phone: (305) 995-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Perla Tabares Hantman

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 255 Elementary schools
(per district designation) 79 Middle/Junior high schools
63 High schools
0 K-12 schools
397 Total schools in district
2. District per-pupil expenditure: 7801

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 14
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	17	19	36		6	0	0	0
K	57	52	109		7	0	0	0
1	67	47	114		8	0	0	0
2	62	49	111		9	0	0	0
3	52	66	118		10	0	0	0
4	63	60	123		11	0	0	0
5	53	62	115		12	0	0	0
Total in Applying School:								726

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
0 % Black or African American
95 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
3 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 8%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	34
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)].	58
(4)	Total number of students in the school as of October 1, 2009	735
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent limited English proficient students in the school: 29%

Total number of limited English proficient students in the school: 207

Number of languages represented, not including English: 2

Specify languages:

Spanish

Zhongwen (Chinese)

9. Percent of students eligible for free/reduced-priced meals: 73%
 Total number of students who qualify: 544

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%
 Total number of students served: 89

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>20</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>44</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>32</u>	<u>0</u>
Special resource teachers/specialists	<u>19</u>	<u>4</u>
Paraprofessionals	<u>4</u>	<u>7</u>
Support staff	<u>10</u>	<u>12</u>
Total number	<u>67</u>	<u>23</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	98%	98%	97%	97%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	3%	3%	3%	3%	3%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Daily teacher attendance and teacher turnover rates are not readily available at this time. The provided measures are estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

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Ethel Koger Beckham Elementary (EKB), a Title I school, is located in a low-middle income community in West Miami-Dade, serves 726 students in Pre-Kindergarten through fifth grade. Of these, 12% are classified as Students With Disabilities, 29% are Limited English Proficient, 18% are gifted, and 73% are Economically Disadvantaged. The ethnic/racial makeup of the student population is: 95% Hispanic, 3% White, and 2% Asian. The school hours are 8:05 AM to 1:50 PM for Pre-Kindergarten through first grade and 8:35 AM to 3:05 PM second grade through fifth grade.

The school was founded in 1996 with the vision that the predominant purpose of education is to provide the opportunity for each child to grow into his/her full capacity. Every child comes to our school with strengths and abilities. The staff of EKB is committed to connect these abilities with deeper and wider ways of knowing, finding the intelligence, building character within our students, seeing each child as an individual with unique hopes, dreams, skills, and needs, and therefore, “Nurturing Every Child's Potential.”

Efforts to keep the school mission alive are evident in the expertise and professionalism shared among the leadership, faculty and staff to collaborate in providing opportunities for students to not only excel academically but also learn to be positive role models. The principal has been a pillar at the school for 14 years. Many of the faculty and staff opened or has been at the school for over 10 years. Forty-two percent of our faculty hold advanced degrees and seven are National Board Certified teachers.

A variety of instructional programs are offered at EKB. Eligible students participate in a content based Reading and Language Arts program for gifted students in grades first through fifth. Students with Disabilities are serviced in an inclusion or resource setting based on individual needs. Students who are in need of academic intervention participate in our Journeys tutorial program. Additionally, we conduct the Academic Excellence Program to enrich and challenge students. We make available the computer lab before and after school to provide students with the opportunity to use instructional websites. Ethel Koger Beckham Elementary also fosters high academic achievement through student involvement in school sponsored programs such as Beckham Bears Cheerleaders, EKB Soccer Team, Chorus, Art Club, Future Educators of America, Journeys Tutorial, Beckham Ambassadors and School Patrols. School musical and theatrical performances are coordinated by the Music, Art and Gifted departments twice a year for all students and community members to enjoy. School sponsored field trips to Washington D.C., Chicago, New York City, Walt Disney World, Cape Canaveral, St. Augustine, Everglades National Park, Biscayne National Park and other museums and performing arts venues make learning authentic and meaningful. In an effort to teach our students the importance of giving back to the community, we established “Three Wishes / Adopt a School” holiday activity that benefits students in low income schools. For twelve years, we have sponsored students from schools such as Fairlawn Elementary, Lakeview Elementary and Dr. Carlos J. Finlay Elementary. Since 2009, we implemented the “Angel Tree” holiday program in which our school sponsors needy students from the community. In each program, classrooms adopt a needy child and provide holiday gifts for the parents to give during the holiday season.

Ethel Koger Beckham Elementary has been at the forefront of family literacy services since 1997. The school has sustained the program through various funding sources and competitive grants such as Florida First Start, Even Start, Adult Education and Family Literacy Education for Households, the National Center for Family Literacy's Toyota Family Literacy Program and most recently, the Barbara Bush Foundation for Family Literacy. The school has integrated family literacy services by providing parenting skills, adult ELL classes, developmentally appropriate and research-based services which involve parents as their child's first teacher via Parent and Child Together Time. Additionally, the school was awarded the FLDOE Collaborative Curriculum Challenge Grant for the 2009-2010 school year, which has further enriched the educational needs and achievement of gifted students.

As a direct result of the programs and services provided, the majority of students who rank among the lowest 25% score a Level 3 (proficient) on the FCAT. During the 2009-2010 school year, our school earned the highest A+ grading of schools rating it has ever achieved since the inception of the Florida Accountability System in 1999. Our school scored a total of 681 points out of 800 possible points, the 22nd highest score of all schools in the State of Florida, 57 points higher than the previous year, ranking 6th highest in the District and first among all elementary schools. Ninety-three percent of our students met high standards in Reading and Mathematics, 97% in Writing and 66% in Science. In essence, students at EKB are provided with vast opportunities to develop academic, artistic and athletic skills.

1. Assessment Results:

In the State of Florida, the Florida Comprehensive Assessment Test (FCAT) is the primary measure of students' achievement of the Next Generation Sunshine State Standards. Students' scores in grades three through five are classified into five achievement levels, with 1 being the lowest and 5 being the highest. The performance level that demonstrates "meeting the standard" is FCAT Level 3 or above. Schools are graded on a scale from A to F based on points earned in the following criteria: percent of students meeting high standards in Reading, Mathematics, Writing, and Science; percent of students making learning gains in Reading and Mathematics and the adequate progress of the lowest 25% in the school for Reading and Mathematics as well. Detailed information regarding the state assessment results may be found at the Florida Department of Education website at <http://schoolgrades.fldoe.org/default.asp>.

During the 2009-2010, our school achieved the highest A+ grading of schools rating, scoring a total of 681 points (out of an 800 point scale), 57 points higher than the previous year, ranking 6th highest in the District and first among all elementary schools in Miami-Dade County.

Since 2002, Ethel Koger Beckham Elementary has consistently earned an A+ rating from the Florida Department of Education. For the last five years, the FCAT data indicates that 90% of students in third through fifth grade met high standards in Reading and 89% in Mathematics. Similarly, 95% of students met high standards in Writing and 53% in Science. In the same manner, an average of 80% of students made annual learning gains during the last five years in Reading and 71% in Mathematics.

After careful analysis of the five year FCAT assessment results, significant increases have been identified in the area of student learning gains. It emphasizes the importance of learning a year's worth of knowledge in a year's worth of time. Individual student learning gains are determined by comparing each student's prior year test score to the current year test score using three different methods. Students make learning gains if they improve one or more FCAT achievement levels, maintain a proficient achievement level on the FCAT, or demonstrate more than one year's growth when remaining in achievement level 1 or 2 on the FCAT for both years. At Ethel Koger Beckham Elementary, student learning gains in Reading have improved from 78% of students making learning gains in 2006 to 83% in 2010. Similarly, in Mathematics, 65% of students made learning gains in 2006 and 76% in 2010. However, the most student progress noted is evident in the adequate yearly progress of the students scoring within the lowest 25% of the school. An 18 percentage point increase in Reading was made from 69% in 2006 to 87% in 2010. Most significant is the 37 percentage point increase in Mathematics from 49% of students in the lowest quartile making adequate progress in 2006 to 86% in 2010. These student learning gains are a reflection of the instructional rigor that takes place at Ethel Koger Beckham Elementary as we strive to reach every child's academic needs.

During the last five year period, Ethel Koger Beckham Elementary has met Adequate Yearly Progress annually with the exception of "provisional" status in 2006. In 2006, only 35% of students in the Students With Disabilities (SWD) subgroup met the proficiency targets in Mathematics. However, due to strategies implemented throughout the years, 95% of student in the SWD subgroup scored a Level 3 or above on the FCAT Mathematics in 2010. Similarly, the percent of students meeting proficiency targets in Reading increased from 50% in 2006 to 82% in 2010.

2. Using Assessment Results:

Ethel Koger Beckham Elementary consistently and systematically uses assessment data to improve student and school performance via the implementation of the Florida Continuous Improvement Plan: Plan, Do, Study, Act. Over the last five years, the school culture has transcended from one of data

collection to one of data driven accountability. Professional development has been provided to educate the staff in both the national and the state accountability system, as well as in collecting, analyzing, and interpreting data. Prior to the beginning of the school year, the leadership team disaggregates data to develop the School Improvement Plan which is composed of goals and strategies that address schoolwide strengths and weaknesses. At the onset of the new school year, the plan is shared with the staff, parents and community members. Identified areas of strengths and weaknesses are used to guide the instructional calendar. Students in need of intervention or enrichment are identified in order to maintain the percent of students meeting high standards and making learning gains.

Through the use of disaggregated data reports and collaboration between teachers and administration, differentiated instruction has become an integral part of the school curriculum at Ethel Koger Beckham Elementary. Benchmark assessment data is analyzed to identify student strengths and weaknesses. Based on the data analysis, remediation strategies are developed to fill student learning gaps. Quarterly grade level and department meetings with the administrative team are conducted to discuss student progress, assessment data and restructuring deemed necessary to better meet student needs. Supplementary materials are designed according to deficient areas in Reading, Mathematics, and Science as reflected on benchmark and progress monitoring assessments. Teachers follow the FCAT Item Specifications, Instructional Focus Calendars and District Pacing Guides in order to maintain academic rigor and teach the Next Generation Sunshine State Standards. Further, teachers maintain ongoing student assessment data readily available to track student and class progress.

Recently, a data driven articulation process has been implemented to systematically group students in classrooms. Longitudinal data is analyzed across grade levels to restructure grade level teacher compositions and provide necessary resources. The school's collaborative team mindset is pivotal in maximizing both student and faculty strengths.

3. Communicating Assessment Results:

At Ethel Koger Beckham Elementary, the teachers and administration maintain on-going communication with parents and students. The State of Florida FCAT Reports are distributed to all parents communicating student results. Additionally, the State Accountability Report is linked to the school website for all stakeholders to review. The FCAT assessment results, State School Report Card, No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) and the School Improvement Plan are all shared at the first school advisory committee, Educational Excellence School Advisory Committee (EESAC) meeting of the year. At the school's annual Open House, the administration addresses the parents with reference to student's performance and goals for the current school year.

The school leadership team and teachers set high expectations for all students. Each year, parent meetings are held to inform and educate parents on various topics such as the national and state accountability systems, student performance expectations, motivational strategies to maximize student achievement and how to interpret the data reports available to them. Parent workshops are provided at times convenient to parents and are available in parents' native language. Teachers and administration are available at parent workshops to answer specific questions with regards to understanding assessment data.

Teachers communicate student performance data on a regular basis. Parent/student communication folders serve as a method to maintain open lines of communication. Such folders are used to share report cards, interim progress reports, weekly assessments, and often daily behavioral updates. Ongoing teacher parent conferences are regularly scheduled to discuss student progress and strategies to help enhance student performance. Student data chats are held between teachers, students and parents individually to discuss assessment results and set future goals.

A Parent Resource Center is available at the school site for parents to gather resources to guide them in understanding assessment results. The Community Involvement Specialist is accessible to answer any questions or concerns parents may have. The School Counselor is also available as a resource for students and parents who need additional support. During child study team meetings, the Counselor and School

Support staff review individual student assessment data to assist parents in understanding where their child is proficient or needs intervention.

4. Sharing Lessons Learned:

Ethel Koger Beckham Elementary shares successful strategies with other schools and professional associations. As participants in the Ready Schools Miami Initiative, a Miami-Dade County Public School joint partnership with the W.K. Kellogg Foundation, the Early Childhood Initiative Foundation, the University of Florida Lastinger Center for Learning and the United Way of Miami-Dade/Monroe, our school has shared lessons learned and best practices with discussion forums and showcases. Teachers have presented at local conferences best practices on how to motivate students, increase student achievement and promote parental involvement in schools. Additionally, the school leadership team partakes in annual Summer Leadership Institute, where schools share successful strategies and collaborate to improve instructional programs and overall school climate.

The school has also partnered with other schools in the district as a result of grant funds awarded by the NCFL Toyota Family Literacy Program and the Barbara Bush Foundation for Family Literacy. We have shared best practices both nationally and locally at conferences pertaining to successful implementation and retention of family literacy programs at our school location since 1997. Monthly coordinator's meetings are held to discuss program progress and share best practices. Personnel from other family literacy programs visit to observe program implementation. This creates an opportunity for cross-training and collaboration.

The school principal has been the feeder pattern lead principal for eleven consecutive years. This position has afforded the school principal to lead various Professional Learning Communities (PLCs) throughout the years. During these PLCs, administrators discuss concerns, challenges, share success and plan together to address opportunities for continuous improvement. Throughout the last two years, the school principal has also participated in the Superintendent's Principals' Liaison Committee, a forum for sharing best practices at the District level.

The school administration is open to student teachers and interns from the local colleges and universities to observe and cooperate with expert teachers in the building. Ongoing partnerships with Miami Dade College, Florida International University, Barry University, and Nova Southeastern University afford opportunities for sharing of best practices and lessons learned with aspiring teachers. The faculty at Ethel Koger Beckham Elementary also shares expertise and best practices amongst each other via regularly scheduled weekly common planning time. Annually, the administration allocates time for vertical articulation among consecutive grade levels. As a result, unification among all grade levels and departments is evident throughout the school.

1. Curriculum:

The Reading and Language Arts Curriculum follows the K-12 Comprehensive Research- Reading Program and the State Next Generation Sunshine State Standards (NGSSS) utilizing the adopted Houghton Mifflin Reading Series. Our instructional content is based on the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. In order to meet the needs of all of our students and maintaining high standards, we use whole group instruction, small group data-driven differentiated instruction, higher-order questioning strategies, and research-based literacy strategies. The school developed a school wide writing plan that spirals from Kindergarten through fifth grade. The plan integrates Melissa Forney's 'Razzle Dazzle' and Young Writer's Survival Kit which aids in providing students with the necessary tools and writing strategies to become good writers. The Bilingual department also supports the school reading curriculum by integrating the tested benchmarks and FCAT-like questioning techniques into the Spanish curriculum.

Our mathematics curriculum builds on the fundamental mathematical strands and integrates mathematics into other subject areas using the Houghton Mifflin Harcourt Go Math! Series. Mathematical concepts students need to know and be able to carry out are delineated by the NGSSS and the District Pacing Guides. The standards consist of three Big Ideas and various Supporting Ideas. The Big Ideas are standards that are aligned with the Curriculum Focal Points released by the National Council of Teachers of Mathematics. Each grade level addresses three Big Ideas which prepare students for more rigorous instruction as they move to the next grade level.

Our science curriculum covers each of the four clusters: Nature of Science, Life Science, Earth Science, and Physical Science. Through the use of higher-order thinking strategies and hands-on inquiry based science investigations, our students are engaged while gaining a better understanding of science. Our curriculum centers on the basic skills of observing, classifying, communicating, measuring, predicting, and inferring. Furthermore, our classroom environments in combination with our school science lab, help to foster exploration in a non-threatening environment where students are provided with opportunities to work in cooperative groups. To complement our science curriculum, teachers have science based literature including fiction and non-fiction material that help stimulate prior knowledge and provide background information for those requiring more support.

Our Social Studies curriculum provides students with the skills they need to become knowledgeable and informed citizens in a culturally diverse community. They are provided with opportunities to study history, geography, political science, and economics. An emphasis is placed on developing an appreciation of all cultures. Instruction using a variety of teaching methods and instructional materials is used, such as integrating critical thinking, reading, and writing skills throughout the curriculum. We also promote multicultural appreciation by staging our own multicultural festival in which students dress in costumes representing various countries. Students explore various cultures and customs and carry out corresponding activities which include, but are not limited to, creating artifacts, learning dances specific to their country and participating in food tasting functions. We further emphasize geography and the importance of staying abreast with current events through the integration of Time For Kids magazines in our instruction. We assist students in learning about our history by conducting research through the internet.

The visual and performing curriculum at Ethel Koger Beckham Elementary is aligned to the District's competency based curriculum which integrates ideas, skills, knowledge, values and creative ability. The goal is to develop students' artistic talents, aesthetic sensitivity, and encourage the pursuit of excellence in artistic self-expression. In support of this vision, students who participate in chorus, recorder ensemble, and art club collaborate with the students in the gifted program to perform twice a year for the entire school community. In addition, art and music teachers support the core curriculum by incorporating higher order questioning in their lessons as well as plan lessons that support the reading, language arts

and mathematics curriculum.

The physical education, health and nutrition programs also follow the District Competency-Based Curriculum which is aligned with the state and national standards. Students partake in a variety of activities that promote cardiovascular and strength endurance. A variety of safety education lessons are also incorporated in the program targeting water safety, walksafepedestrian safety, backpack safety, bicycle safety and internet safety. Student participation in the school soccer team and cheerleading squad further emphasizes the importance of physical activity and involvement in sports. Each year, the school wide field day serves as a culminating activity to engage the entire student body in competitive physical activity which focuses on promoting good sportsmanship. Nutrition and health programs are taught in collaboration with the classroom teacher and support the science and social studies curriculum. Currently, the school is participating in first lady Michelle Obama's "Let's Move" initiative to promote healthier lifestyles.

2. Reading/English:

Ethel Koger Beckham's reading curriculum is guided by the K-12 Comprehensive Research Based Reading Plan (CRRP) utilizing the Houghton Mifflin Reading Series. The series incorporates a variety of literature/genres such as biographies, fantasies, fiction, non-fiction, and poetry with the reading strategies and benchmarks. Supplemental materials such as Vocabulary Workshop books are used to strengthen student vocabulary development. Students receive foundational reading skills through whole group instruction and guided reading instruction. In guided reading, students are grouped in a variety of ways. Instructional technology programs such as Reading Plus, Riverdeep, FCAT Explorer, Accelerated Reader, and Ticket to Read, focus on targeting the six components of reading, which play a great role in our students' reading foundation.

Assessment data is used to direct instructional focus of small group instruction and is reflected in the fluidity of groups according to students' weaknesses or strengths. Progress monitoring takes place quarterly using the Florida Assessments for Instruction in Reading (FAIR) which provides teachers screening and diagnostic information that is essential to guiding instruction. Weekly assessments, teacher observations and data analysis of benchmark or interim assessments assist the teachers in creating the guided reading instruction groups. Furthermore, we use data from formal and informal assessments to drive instruction and deliver differentiated instruction lessons.

Assessment data is also used to determine which students are in need of additional assistance and target their areas of growth through the use of small group tutoring/intervention programs. In order to provide academic support to students performing below grade level, our school provides an additional 30 minutes of daily reading instruction using the research based Voyager curriculum. We also provide before and after school tutoring for students who rank among the lowest 25% in the school via the Journeys tutorial program.

Teachers meet across grade levels to create teacher supplementary instructional materials and assessments as well as create long and short range goals to provide students with the strategies necessary to master the New Generation Sunshine State Standards. We believe that change is ongoing and necessary in order to meet the students' needs. Along with implementation of the District mandated CRRP, we have felt that communication and planning amongst grade levels is essential in learning about the best ways our students learn and what is needed in order to provide the best instruction possible.

3. Mathematics:

At Ethel Koger Beckham Elementary, the mathematics program addresses the goals and underlying principles of the District Comprehensive K-12 Mathematics Plan and is aligned to the Next Generation Sunshine State Standards and District Pacing Guides. The primary instructional program is the Houghton

Mifflin Harcourt Go Math! Series. Mathematics concepts and skills are developed through the use of hands-on, real-world problem solving activities, in combination with the use of manipulatives. By incorporating teacher led whole group instruction, small group instruction, promoting exploration, self-discovery, and conjecture, we encourage our students to understand the role of mathematics in their everyday life. Integrating technology into our curriculum through the use of Gizmos and Riverdeep software further ensures that the needs of all of our students are met.

Teachers work collectively to plan and implement support strategies and supplemental materials to provide differentiated instruction that meets the needs of all learners. Teachers have access to a range of projection devices and technology including manipulatives as a resource to promote learning. Classrooms display literacy-rich, instructional-based visual aids and contain resources such as interactive word walls and student produced work. Lesson delivery is appropriately paced and allows students sufficient opportunities to practice new skills and strategies with adjustments to instruction as appropriate to meet students' needs. Frequent informal and formal assessments that meet each benchmark's Cognitive Complexity rating (i.e. low, moderate or high) are used to monitor individual student progress, including progress towards mastery of the standards.

Students partake in showing, telling, explaining and proving their reasoning during modeled instruction ("accountable talk"). Students engage in math fluency maintenance practices through computation competitions of basic facts as part of the school wide Monster Multiplication Program and the daily Fabulous Four that is part of the mathematics opening routine.

The school provides before and after school tutoring in mathematics using the researched based FCAT Coach book. Students who are performing below grade level in grades three through five participate in the program as well as students in the lowest 25% in the school. In addition, students in fifth grade are pulled out into an enrichment or remediation mathematics class in an effort to better target student needs and reduce class size depending on the need. Successmaker, an individualized instructional technology program, is also utilized to target student mathematics deficiencies.

4. Additional Curriculum Area:

The science curriculum at Ethel Koger Beckham Elementary, follows the District Comprehensive K-12 Science Plan and is aligned to the Next Generation Sunshine State Standards and District Pacing Guides. Teachers use higher order critical thinking questioning strategies to encourage students to ask questions, express ideas, explore new learning, engage in hands-on learning, work with peers, show what they've learned, and extend their knowledge beyond what they know. The school believes that the most effective way to teach Science is by "doing" science. This is another way of nurturing every child's potential - by providing opportunities for learning that fit each student's diverse and multiple needs. Students engage in the scientific process and learn essential skills such as making observations, planning and carrying out an activity, collaborating with a team, recording and analyzing data, and communicating results.

Science instruction at Ethel Koger Beckham Elementary integrates all subject areas. Fundamental reading skills are necessary to learn new concepts and carry out scientific investigations. Interpreting data provides our students with opportunities to apply mathematics concepts to real life situations. Writing a hypothesis, procedures, and conclusion to an activity provides opportunities for technical writing that is based on facts. These are all essential skills that transcend the elementary classroom and prepare students for future learning and the workforce.

At Ethel Koger Beckham Elementary, science is accessible, meaningful, and relative to daily life. All students in grades Kindergarten through fifth grade participate in weekly scientific investigations and visit the science lab classroom every two weeks. Students make electrical circuits, grow plants, build models to represent weathering and erosion, test density and mass, and even model the phases of the moon with Oreo cookies. Realizing that we are teaching tomorrow's workforce, we integrate technology into our Science lessons and lab activities. Our Science Lab is facilitated by a paraprofessional and houses an interactive board with full online access that can be used alongside the activity being conducted. The

interactive board is used when teachers introduce lessons or concepts as well as assist students in recording and displaying data. Scientific simulations using Gizmos instructional technology are also displayed on the interactive board in order to expand student's knowledge.

5. Instructional Methods:

The subgroups represented at Ethel Koger Beckham Elementary are: Hispanic, English Language Learners, Economically Disadvantaged and Students with Disabilities. These subgroups overlap and have very similar needs. For this reason, when differentiating instruction, at Ethel Koger Beckham Elementary, we look at student performance, learning styles and specific strengths and weaknesses in the assessed benchmarks. Struggling students or students working below grade level are targeted via small group instruction and remediation during the school day or during before or after school tutorials. Classroom assistants are regularly scheduled during the Reading and Language Arts block to reduce the teacher to student ratio and aid teachers in facilitating individualized instruction. In mathematics, hourly teachers pull out students in the lowest 25% in the school to better target student deficiencies. This also allows the homeroom teacher to plan enrichment activities with the higher performing students. Instructional technology programs play a large role in differentiating instruction and meeting the needs of all learners. Student accommodations are followed with fidelity and implemented according to student Individualized Educational Plan (IEP). English Language Learners and Students with Disabilities participate in all tutorials and are provided with recommended accommodations.

Teachers at Ethel Koger Beckham Elementary use a variety of instructional methods to meet the needs of all learners. Classroom furniture is organized in a manner conducive for students to work in cooperative groups or side by side with a "buddy." Hands on manipulatives are evident in instruction during the mathematics block in all grades in order to make abstract concepts concrete. Higher order questioning is embedded across the curriculum fostering high levels of student engagement and critical thinking. Scientific investigations in all grade levels encourage students to engage in exploration, explanation, evaluation and extension of learning. Careful planning goes into integrating field trips to local museums, parks and theatrical venues that allow students to make real life connections with the concepts learned in class.

6. Professional Development:

Professional development is key in motivating faculty and staff to succeed and excel. At Ethel Koger Beckham Elementary we facilitate training that will promote student achievement and professional growth. During the past three years, seven teachers on staff have obtained National Board Certification. This achievement has renewed the spirit of professionalism and excellence in our staff. As a result, teachers have taken the initiative to provide in-house workshops and disseminate innovative educational ideas. The recent partnership with Ready Schools has facilitated for an additional eight teachers on staff to pursue a graduate degree with the University of Florida.

At Ethel Koger Beckham Elementary, teachers participate in District and Regional professional development activities that support the various curriculum areas as well as during grade level and articulation meetings. Several teachers have also been invited by District personnel to develop instructional materials and present to other teachers throughout the District. Whenever the school is required to adopt new instructional materials, implement new delivery methods, or evaluation instruments change, the administration allocates ample time and resources to teachers to develop long range plans and implementation of adopted instructional programs and/or guides such as: Next Generation Sunshine State Standards, SPI, Dashboard, Riverdeep, Reading Plus, Gizmos, FCAT Explorer, Focus Calendars, MClass, DIBELS, FAIR, Renaissance Place Accelerated Reader, Florida's Continuous Improvement Model, differentiated instruction, item specifications, school wide writing plan, data analysis, and interactive boards. The administration provides teachers with the necessary time and resources for implementation of the aforementioned programs, trusting in their professional judgment to analyze and make necessary adjustments in order to best meet the needs of our students.

The professional development opportunities provided to our staff has resulted in heightened awareness for the importance of differentiated instruction and data analysis. Evidence of the impact professional development has made at Ethel Koger Beckham Elementary is demonstrated by student learning gains. In a period of five years, learning gains of students in the lowest 25% rose from 49% to 86% in Mathematics, and 69% to 85% in Reading. It is this continuous professional development that paves the way for high student achievement.

7. School Leadership:

The school leadership at Ethel Koger Beckham Elementary is comprised of the principal, assistant principal, reading coach, grade level chairpersons and department chairs. The leadership philosophy and structure in the school revolves around the school mission which is founded on the belief that every child comes to school with strengths and abilities and the staff and administration needs to be committed to “nurturing every child’s potential.” The constancy of the same principal who opened Ethel Koger Beckham Elementary fourteen years ago, has allowed for the school’s mission to “nurture every child’s potential” to come to fruition. At Ethel Koger Beckham Elementary, the whole child is “nurtured” by infusing our Character Education Program, “Kids with Character,” which emphasizes the six pillars of character: trustworthiness, responsibility, respect, caring, fairness, and citizenship into the school curriculum. Additionally, participation in school sponsored extracurricular activities, such as cheerleading, soccer, art club, and chorus have proven to increase student achievement. Students come to school to a safe, clean and structured environment where they are comfortable to take risks and maximize their learning. The commitment and team work reinforced during these activities motivate students to excel in all aspects of their development.

The principal is the coach, however, a coach is only as good as his or her team. The school leadership ensures high academic student achievement by treating all teachers with respect and professionalism. The principal maintains an open door policy which enables teachers, parents and students to be comfortable discussing any issues they may have and trust that all avenues to solve the problem will be explored. When it comes to student achievement, the principal will ask the teachers – “what do you need from me to make it happen?” And it happens! Faculty and staff at Ethel Koger Beckham Elementary know that they have full support and confidence from the principal. In return, teachers go the extra mile to ensure students excel. The leadership is dedicated to promoting teamwork, recruiting and retaining highly qualified staff and allocating resources efficiently to maximize student achievement. The school leaderships’ philosophy lies in making decisions based on what is in the best interest of the children.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, 5	95	97	90	83	82
FCAT Level 4, 5	67	77	50	57	55
Number of students tested	133	117	136	140	131
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3, 4, 5	94	95	86	78	80
FCAT Level 4, 5	59	78	48	55	50
Number of students tested	95	85	95	88	89
2. African American Students					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3, 4, 5	95	96	89	82	81
FCAT Level 4, 5	66	77	49	57	51
Number of students tested	128	112	127	131	114
4. Special Education Students					
FCAT Level 3, 4, 5	89	100	78	33	41
FCAT Level 4, 5	59	100	17	11	5
Number of students tested	27	18	18	18	22
5. English Language Learner Students					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
6.					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
NOTES:					

11FL3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, 5	85	90	79	78	86
FCAT Level 4, 5	55	56	45	47	48
Number of students tested	133	117	136	140	131
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3, 4, 5	83	88	80	75	87
FCAT Level 4, 5	48	50	47	43	46
Number of students tested	95	85	95	88	89
2. African American Students					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3, 4, 5	85	89	78	77	84
FCAT Level 4, 5	54	55	45	47	44
Number of students tested	128	112	127	131	114
4. Special Education Students					
FCAT Level 3, 4, 5	59	94	56	28	55
FCAT Level 4, 5	34	44	11	11	23
Number of students tested	27	18	18	18	22
5. English Language Learner Students					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
6.					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
NOTES:					

11FL3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, 5	96	85	91	81	89
FCAT Level 4, 5	67	46	56	52	52
Number of students tested	114	137	132	124	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3, 4, 5	95	84	89	80	90
FCAT Level 4, 5	64	47	56	52	46
Number of students tested	81	101	90	88	77
2. African American Students					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3, 4, 5	96	86	90	81	90
FCAT Level 4, 5	68	44	55	50	51
Number of students tested	108	126	126	111	122
4. Special Education Students					
FCAT Level 3, 4, 5	95	95	100	55	47
FCAT Level 4, 5	52	26	56	10	18
Number of students tested	19	19	16	20	17
5. English Language Learner Students					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
6.					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
NOTES:					

11FL3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, 5	96	84	83	78	84
FCAT Level 4, 5	71	51	53	47	47
Number of students tested	114	137	132	140	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3, 4, 5	96	82	78	75	77
FCAT Level 4, 5	65	51	50	43	40
Number of students tested	81	101	90	88	77
2. African American Students					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3, 4, 5	96	83	83	77	84
FCAT Level 4, 5	70	51	53	47	45
Number of students tested	108	127	126	131	122
4. Special Education Students					
FCAT Level 3, 4, 5	95	79	75	53	55
FCAT Level 4, 5	31	16	31	6	23
Number of students tested	19	19	16	17	22
5. English Language Learner Students					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
6.					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
NOTES:					

11FL3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, 5	85	80	77	82	64
FCAT Level 4, 5	45	52	52	47	37
Number of students tested	132	136	122	132	131
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3, 4, 5	83	78	78	83	62
FCAT Level 4, 5	43	47	52	43	37
Number of students tested	100	99	87	81	79
2. African American Students					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3, 4, 5	84	80	75	82	63
FCAT Level 4, 5	44	50	48	45	36
Number of students tested	123	129	110	122	121
4. Special Education Students					
FCAT Level 3, 4, 5	100	100	76	67	21
FCAT Level 4, 5	50	53	43	17	8
Number of students tested	16	17	21	18	24
5. English Language Learner Students					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
6.					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
NOTES:					

11FL3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, 5	86	88	84	78	79
FCAT Level 4, 5	53	50	47	47	50
Number of students tested	132	137	122	140	131
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3, 4, 5	83	85	80	75	75
FCAT Level 4, 5	50	43	48	43	44
Number of students tested	100	99	87	88	79
2. African American Students					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3, 4, 5	86	88	82	77	79
FCAT Level 4, 5	54	50	43	47	48
Number of students tested	123	130	110	131	121
4. Special Education Students					
FCAT Level 3, 4, 5	100	88	76	28	42
FCAT Level 4, 5	56	29	24	11	4
Number of students tested	16	17	21	18	24
5. English Language Learner Students					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
6.					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
NOTES:					

11FL3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, 5	92	87	86	82	78
FCAT Level 4, 5	60	58	53	52	48
Number of students tested	379	390	390	396	392
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3, 4, 5	91	86	84	80	77
FCAT Level 4, 5	55	57	52	50	44
Number of students tested	276	285	272	257	245
2. African American Students					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3, 4, 5	92	87	85	82	78
FCAT Level 4, 5	59	57	51	51	46
Number of students tested	359	367	363	364	357
4. Special Education Students					
FCAT Level 3, 4, 5	95	98	85	52	36
FCAT Level 4, 5	54	60	39	13	10
Number of students tested	62	54	55	56	63
5. English Language Learner Students					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
6.					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
NOTES:					

11FL3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, 5	89	87	82	81	83
FCAT Level 4, 5	60	52	48	47	48
Number of students tested	379	391	390	395	392
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3, 4, 5	87	85	79	79	80
FCAT Level 4, 5	54	48	48	45	43
Number of students tested	276	285	272	256	245
2. African American Students					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3, 4, 5	89	87	81	77	82
FCAT Level 4, 5	59	52	47	46	46
Number of students tested	359	369	363	363	357
4. Special Education Students					
FCAT Level 3, 4, 5	85	87	69	37	50
FCAT Level 4, 5	40	30	22	14	11
Number of students tested	62	54	55	56	63
5. English Language Learner Students					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
6.					
FCAT Level 3, 4, 5					
FCAT Level 4, 5					
Number of students tested					
NOTES:					

11FL3